



# Copeland Elementary School

1440 Jackson Road  
Augusta, Georgia 30909  
Office: (706) 737-7228  
Fax: (706) 731-7656

<https://copeland.rcboe.org>

**Tynisha Brisco, Principal**



## **PYP Language Policy**

*Copeland Elementary is an Authorized School\* for the Primary Years Program (PYP). This school has obtained authorization as an IB World School, aligning with a shared philosophy dedicated to providing high-quality, challenging, and internationally-focused education that Copeland Elementary deems essential for our students.*

*\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)*

**Mission:** Empowering all learners through curiosity, equity, excellence and strong foundations for lifelong success!

**Vision:** Inspiring inquirers and thinkers to grow, lead, and thrive in a global community.

### **Statement of Belief**

At Copeland Elementary School, we believe that language is at the forefront of all student learning. This includes the ability to communicate through speaking, reading, writing, drawing, etc. This also includes subject specific language relevant to math, science, languages and the arts. Language connects all of our curricular elements and supports the mission of our school. We believe that literacy instruction should connect our units of inquiry and our students to the world, thus building life-long readers and writers. Teachers provide students with various opportunities to use language including, but not limited to, debate, role-play, art, writing, reading, reflection. Copeland teachers recognize and support the development of language in all students by ensuring that language is integrated across all subjects through meaningful and relevant context.

### **Multilingualism**

Copeland Elementary School recognizes multilingualism as a valuable asset that enriches our learning community and strengthens international mindedness. We believe that students' home languages, additional languages, and cultural experiences contribute to deeper understanding, communication, and intercultural awareness.

Students are encouraged to maintain and develop their home language while acquiring proficiency in English and participating in the study of Spanish. Through multilingual experiences, students strengthen literacy, communication, inquiry, and their ability to understand multiple perspectives.

Copeland values multilingualism as:

- a fact of our diverse community;
- a right of every learner to have their language and culture respected;
- a resource that strengthens learning across all subject areas; and
- an essential component of developing internationally minded students.



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### **Components of the Language Program**

- English as a Second Language (ESL) /General Ed Language PK-5
- All subjects are taught in English while offering ESL Support

### **Identification of Language Needs**

Students who have not previously been enrolled in school, who enroll in a Richmond County School must complete a Home Language Survey (HLS) at registration. The HLS is used to determine whether or not English is the student's native language. If the results of the HLS demonstrate that English is not the student's native language, the student must be screened for eligibility for the English to Speakers of Other Languages (ESOL) program within 30 days of enrollment. These students are screened using either the WIDA Screener for Kindergarten (Kindergarten – 1<sup>st</sup> semester 1<sup>st</sup> Grade) or the WIDA Screener (Second semester 1<sup>st</sup> Grade – 12<sup>th</sup> Grade). The screener scores are used to determine if the student is or is not eligible for the ESOL program. All students who are eligible for the ESOL program receive English language services from a teacher who is certified to provide ESOL instruction. ESOL students must take a yearly exam, the ACCESS test, which determines the students' English Language Proficiency (ELP) levels. ELP levels range from 1-6. ESOL students who score 1-4.2 continue in the ESOL program. ESOL students who

score a 5 or above exit the ESOL program. ESOL students who score 4.3-4.9 are eligible for exit if a Reclassification team determines that the student should exit the program. Students who exit the program enter a monitoring period lasting 4 years after they exit the ESOL program. Students who are within the first 2 years of monitoring may re-enter the ESOL program if there is data demonstrating the need to re-enter.

### **Support for Language Learners**

Our teachers are working to create a caring language community to enhance the language learning of all students. Copeland strives to provide a language-rich campus through the use of technology, multimedia resources and library resources. Copeland encourages families to continue the use of the mother tongue at home as support is provided at the school level to assist students whose mother tongue is a language other than English. We also provide support through our parent body (those who speak the same language) and through our professional staff. This includes our Spanish and ESOL teachers.

### **Language in the Classroom – Language A**

State requirements in Georgia require students receive instruction in the accepted language of English. All students are required to take Language A in the years PreK-5. Language A standards and assessment are determined by the IB PYP Language A criteria, Richmond County School System and the Georgia Department of Education.

In the classroom, language is supported through various literacy activities such as guided reading, writer's workshop, classroom libraries, visuals, instructional vocabulary, individual word lists, daily read alouds and opportunities for students to use language during presentations and collaboration. Two literacy paraprofessionals work with students to improve competencies with Language A.



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### **Language and the Program of Inquiry**

Language is integrated throughout the Program of Inquiry (POI) and all subject areas, including specials. Through the use of question strategies, key concept questions, lines of inquiry, daily essential questions, and opportunities for extended research, language is integrated into all components of the written, taught, and assessed curriculum. Oral, visual, and written language are all present within planner activities. Literature selections, both for read-alouds and guided reading, are chosen to build an understanding of the concepts within the planners.

Specials teachers, who teach Art, Spanish and PE, collaborate with classroom teachers to incorporate specific areas of literacy within the POI planners.

### **Additional Language – Language B**

Spanish is the second language taught to students through several formats. Each K-5 student attends a 45 minute Spanish class at least once per week

Students will receive formal language instruction in Spanish and will continue with that language during years K to 5<sup>th</sup> grade of the IB PYP program. Language B standards and assessment will be determined by IB PYP Language B criteria, Richmond County Schools, and the Georgia Department of Education standards

and grading policies. Students and teachers will use resources such as listening labs, language software and other technologies, magazines, novels, etc. to assist students in achieving proficiency in the target language. The following reading and writing practices will be implemented:

- Documents/Parent communication available in the mother-tongue
- If and when possible, communication will be made using the mother tongue of each student.
- Professional development will be set aside to encourage teachers to use strategies from the language B classroom in non-language B settings.
- Apps available to students through Launchpad include: Babble and Duolingo

### **Special Education**

Students granted special education services, having met the eligibility guidelines, are provided mainstream and inclusive support. Special education and general education teachers collaborate on a regular basis to uphold individual goals of a student's IEP.

### **Response to Intervention (RTI)**

Copeland's RTI process is a multi-tiered approach that uses a universal screener to determine which students are in need of intervention to meet desired learning goals. RTI support staff includes the school psychiatrist, counselor, general education teachers, administrators and parents. Support staff use ongoing flexible positioning to place students in tiered groups to meet individual learning goals. The plans developed will help students become more successful. Monitoring will be put in place in order to track student progress towards those goals.



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### **Family Partnerships in Language Development**

Copeland Elementary recognizes parents and guardians as essential partners in the development of each student's language profile. Families provide valuable insight into their child's home language(s), language experiences, cultural background, and communication preferences beginning with the Home Language Survey during enrollment and through ongoing communication with school staff. This information helps teachers and support personnel understand each learner's strengths and language needs while planning instruction and support.

The school actively collaborates with families to support language development by:

- Encouraging families to maintain and develop their child's home language while supporting English language acquisition and the study of Spanish.
- Providing opportunities for parents and guardians to share information about their child's language development, interests, and cultural experiences through conferences, surveys, and ongoing communication.
- Offering translation and interpretation services for meetings, conferences, and school communications whenever possible to ensure meaningful participation by all families.
- Sharing strategies and resources that families can use at home to strengthen reading, writing, speaking, listening, and inquiry skills.
- Collaborating with classroom teachers, ESOL teachers, intervention staff, and families to monitor student progress and determine appropriate language supports.
- Providing access to school resources, digital platforms, and community supports that encourage language development and literacy beyond the classroom.
- Encouraging families to participate in school literacy events, cultural celebrations, multilingual learning opportunities, and activities that promote international mindedness.

Copeland Elementary School values the languages and cultures represented within our school community and believes that strong partnerships between home and school foster confident communicators, successful multilingual learners, and internationally minded citizens.

### **Language Resources**

One area we are currently improving is our literacy library of leveled books that support our IB planners. We are continuing to grow our collection of books in other languages. In addition, we have a variety of online resources to support student learning and research. Copeland has also purchased online programs to support students who are struggling with reading.

Copeland offers professional development in Language A in a variety of ways. A professional library of resources and best practice methods are available to teachers. Copeland values opportunities for teachers to pursue their ESOL certification. We regularly utilize time during professional development and collaborative planning to further our language knowledge. We are working towards vertical alignment within our curriculum. Copeland works with Regional Educational Service Agency (RESA) partners to increase literacy through structured professional development sessions.

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### **Library as a Resource**

The library/media center acts as a learning commons to facilitate the needs of all learners in the building. The media center is open regularly, with a flexible schedule that allows students and classes to come in as needed for support and instruction. The library collection offers a variety of books, tools and other digital and print resources for students and teachers that support a diverse and multicultural curriculum. The media specialist collaborates with teachers to provide resources, instruction, and support for the language development and growth of our students. The media specialist has a deliberate process to select and purchase books and other multimedia that support language development both in the mother tongue and in the target language, including American Sign Language.

### **Technology as a Resource**

Technology is used for research, planning and collaboration between teacher/administration, teacher/teacher, teacher/student, and student/student. Students use multimedia resources to conduct research and explore content, and have multiple means of expression for creating presentations which enrich their language development. Technology is used to assess students and differentiate their learning, to include language development areas such as reading, writing, and mechanics. A wide variety of software technology offers language enhancing experiences through the use of iReady Reading, MyOn, iXL, Lexia Core, System 44 / Read 180, 95% Inc, Accelerated Reader (AR), and other programs available online. Each classroom houses three to five desktop computers and each grade level share a laptop cart. The Media center also offers desktops and laptop computers for individual and class use throughout the day.

### **Ongoing Review of Language Policy**

Responsibility for ensuring the successful implementation and evolution of the language policy will be held by the pedagogical leadership team. Communication of the language policy will extend to parents, teachers and local stakeholders in the community. Regular evaluation and implementation of our policy can be seen through representation in lesson plans, PYP Unit Plans and implementation in classroom instruction. The policy was written with the help of the ESOL instructor, the Spanish Teacher and the Copeland Leadership Team.



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## **Resources**

Frank C. Martin K-8 Center Primary Years Programme Language Policy  
<http://fcmartin.dadeschools.net/documents/PYP-policy/PYP-language.pdf>

Ibo.org Language Policy: <https://www.ibo.org/language-policy/>

Language Scope and Sequence 2009 ibo.org

Making the PYP Happen © International Baccalaureate Organization 2007, 2009

PYP Language Policy Meridian School  
[https://www.mwschool.org/apps/pages/index.jsp?uREC\\_ID=205309&type=d&pREC\\_ID=449131](https://www.mwschool.org/apps/pages/index.jsp?uREC_ID=205309&type=d&pREC_ID=449131)

## **Policy Review History**

Revision: 4/22/21

This policy was written by the PYP Coordinator. This policy was edited by the Media Specialist, ESOL Teacher and Spanish Teacher. This policy was reviewed by the IB Steering Committee

Revision: 11/30/21

This policy was revised by the faculty in November of 2021. The edits were submitted via Canvas

Revision: 10/23/23

This policy was revised by the Pedagogical Leadership Team in October of 2023. The edits were submitted via hard copy documents.

Revision: 02/24/25

This policy was revised by the PYP Coordinator and reviewed by the Pedagogical Leadership Team.

Revision: 03/09/26

This policy was revised by the PYP Coordinator and reviewed by the Pedagogical Leadership Team.

Revision: 08/06/2026

This policy was reviewed during the IB evaluation documentation submission process. This policy was edited by the IB Coordinator based on feedback from the IB Concierge.

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